

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

High quality teachers influence students' learning outcome quality (Vermunt, 2014). Teachers, as well as the approach of teaching, are important factors in effecting the students' learning process and students' achievement. Therefore, when the teachers are effective classroom managers, their students are potentially able to achieve the higher-level understanding (Freiberg, Stein, & Huang, 1995; Stronge, Ward, Tucker, & Hindman, 2008; Omoteso and Samudara 2011).

To enable students to succeed in learning English as Foreign Language (EFL), language teaching and learning has witnessed a number of paradigms shifts in the areas of teaching methodology and pedagogic aims. In response to sustainable development of education for appropriate English language learning, many Asian countries, including Indonesia, have implemented some approaches in teaching and learning English, include Grammar Translation Method, Direct method, Natural approach, Communicative Approach, and Computer Assisted Language Learning (Rawi, 2013).

Nowadays, the main focus of English language teaching approach in Indonesia has no longer used teacher-centered approach, but student-centered instead. The latter approach is a pedagogical approach that gives students opportunities to improve their analytical skills, problem-solving skills, as well as skills in deep learning, lifelong learning, self-directed learning, reflective

learning and motivation. However, the implementation of student-centered approach in English language teaching at tertiary level needs to be seen whether there is a necessity to modify and update the classroom instructional practice.

During classroom activities, both teacher and students play important roles. Sometimes, teacher lead the class and become the center of information and knowledge for the students. This kind of teaching approach tends to treat students as objects so they would have less activity and the classroom environments would be 'stiff'. Occasionally, the teacher would also give students chance to explore the materials by themselves with assigning group activities and/or presentation. These activities would make students become more active and the classroom environment is more alive.

The issue found in the school was that not all students believe that student-centered was an appropriate approach. Some preferred teacher-centered than student-centered. Some also preferred student-centered than teacher-centered. Xiao (2006) states that references, attitude towards student-centered approach, authority in class, culture learning in EFL program, students' motivation, and main problems encountered in the course of learning English and practice of language learning strategies can give insightful information on learners' learning needs.

Although numerous studies have focused on scrutinizing teacher-centeredness (e.g. Murwani, 2006; Kurd, 2009; Mackatiani, Joseph, & Komo, 2018; Chen & Yu, 2019) and student centeredness (e.g. Nagaraju, 2013; Al-Humaidi, 2015; Bearing & Unin, 2016; Benlahcene, et al., 2020) in ELT

contexts, little is known about how both teacher-centered approach and student-centered approach are practically applied in the classroom. Even, a few studies accentuated this investigative issue from the students' viewpoints. Therefore, the present study aimed at investigating the students' perceptions on the implementation of teacher-centered and student-centered approaches in English language learning in the classroom.

## 1.2 Formulation of The Problem

As discussed above, the research question to be discussed in the further discussion is, “what are the students’ perceptions on the implementation of teacher-centered and student-centered approaches in English language learning in the classroom?”

## 1.3 Operational Definitions

To avoid misunderstanding, here are the operational definitions of each keyword:

- 1. Teacher-centered Approach** : Pedagogical approach in which the teacher acts as a stakeholder who fully controls the learning activities in the classroom.
- 2. Student-centered Approach** : Pedagogical approach which puts students in the construction of knowledge and put teacher as a facilitator or bridge who assist students in acquiring the knowledge.

- 3. English Language Learning** : English language learning in context of EFL by grade three junior high school students in Tasikmalaya, which the learning program includes speaking, listening, reading and writing skills.
- 4. Students' perception** : The students' ability to respond and justify their opinion about the approach used by teachers during the English language learning process.

#### **1.4 Aim of The Study**

This research aims to investigate students' perception on the implementation of teacher-centered and student-centered approaches in English language learning.

#### **1.5 Uses of The Research**

##### **1. Theoretical Use**

The results of the study will contribute to open up insights on which approach is supposed to be applied in this era. Therefore, this research hopefully adds beneficial information about the teacher-centered and the student-centered approach according to students' perception.

##### **2. Empirical Use**

The study can be used as a reference for other researchers who want to conduct research in English learning process approach.

##### **3. Practical Use**

It contributes technically to the teachers by providing information on teaching approaches at the junior high school level.